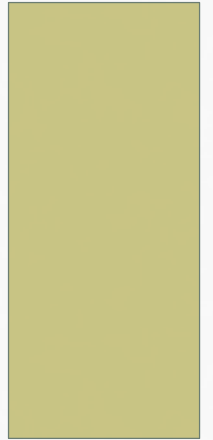
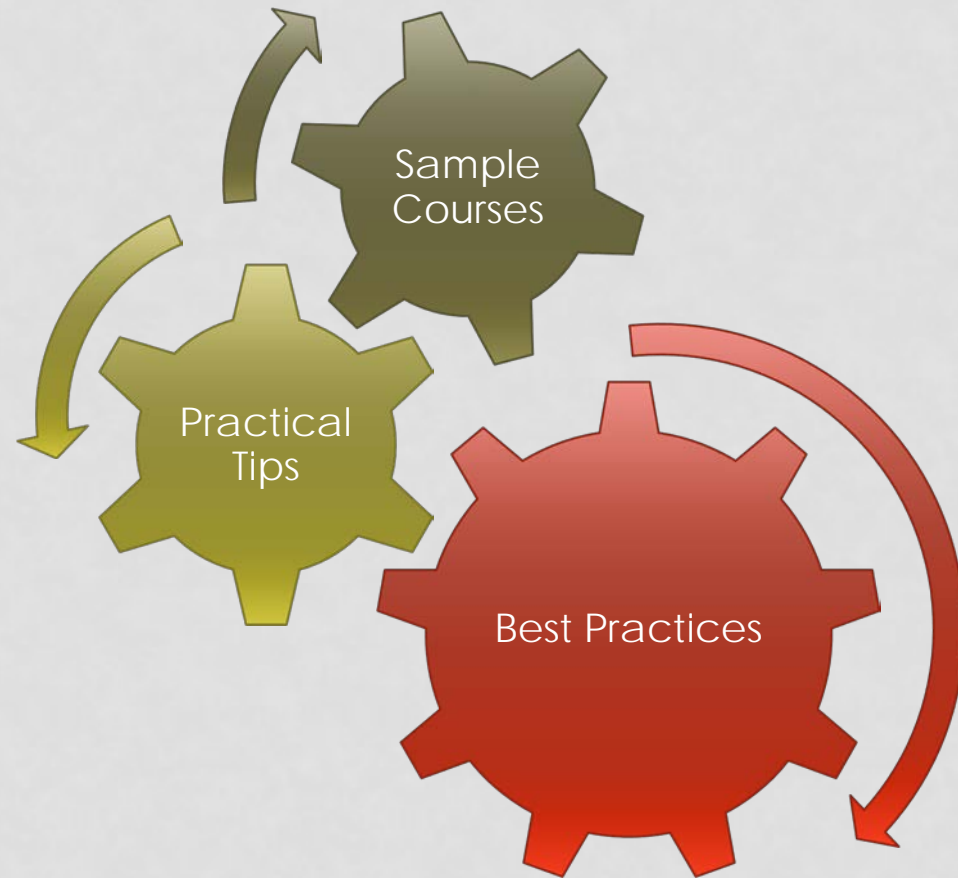


# DESIGNING EXEMPLARY COURSES IN BLACKBOARD



# OVERVIEW



WHAT CONSTITUTES QUALITY?



# EXEMPLARY COURSE PROGRAM RUBRIC

## Course Design (page 1 of 2)

Course Design addresses elements of instructional design. For the purpose of this program, course design includes such elements as structure of the course, learning objectives, organization of content, and instructional strategies.

	Exemplary	Accomplished	Promising	Incomplete
Goals and Objectives	Goals and objectives are easily located within the course; are clearly written at the appropriate level and reflect desired outcomes; are written in measureable outcomes (students know what they are expected to be able to do), are made available in a variety of areas in the course (within the syllabus and each individual learning unit)	Goals and objectives are located within the course syllabus or the individual learning units; objectives are written to reflect desired learning outcomes, although not all are written as measureable outcomes; students have some understanding of what is expected of them;	Goals and objectives are not easily located within the course; are not clearly written in measurable learning outcomes; students may be unsure of what they are expected to be able to do; the level does not match the desired outcomes;	Goals and objectives are not easily located within the course; some are missing and others poorly written ; the level does not match the desired learning outcomes;
Content Presentation	Content is made available or “chunked” in manageable segments (i.e., presented in distinct learning units or modules); navigation is intuitive; content flows in a logical progression; content is presented using a variety of appropriate mechanisms (content modules, single pages, links to external resources, RSS Feeds, print material); content is enhanced with visual and auditory elements; supplementary resources are	Content is made available or “chunked” in manageable segments (i.e., presented in distinct learning units or modules); navigation is somewhat intuitive, but some “exploring” is required to determine the flow of content; content is presented using a variety of mechanisms (content modules, single pages, links to external resources, RSS Feeds, print material); visual and/or auditory elements occasionally enhance the content;	Some content segments are overly large (or possibly too small) for the specified objectives; navigation is only occasionally intuitive, thus the flow of content is sometimes not easily determined; the design does not avail of the content presentation tools (content modules, single pages, links); few or no visual and/or auditory elements are used to enhance the content; supplementary	Content is not “chunked” into manageable segments; navigation is not intuitive and the flow of content is unclear; the design does not avail of the content presentation tools (content modules, single pages, links); no visual or auditory elements are used to

[j.mp/bbecprubric14](http://j.mp/bbecprubric14)

# COURSE DESIGN

- Elements of instructional design, including aspects including:
  - Structure of the course
  - Learning objectives
  - Organization of content
  - Instructional strategies

# INTERACTION & COLLABORATION

- **Interaction:** communication between and among learners and instructors, synchronously or asynchronously
- **Collaboration:** subset of interaction, referring specifically to those activities in which groups are working interdependently toward a shared result

***Learning Community*** = sense of belonging to a group, rather than each student studying independently

# ASSESSMENT

- Assessment focusing on instructional activities designed to measure progress towards ***learning outcomes***, provide ***feedback*** to students and instructor, and/or enable ***grade assignment***

# LEARNER SUPPORT

- Learner Support addresses the support resources made available to students taking the course.
- Resources may be accessible within or external to the course environment.
- Specifically, learner support resources address a variety of student services.



# MAJOR AREAS & SUB-CATEGORIES

## Course Design

- Goals & Objectives
- Content Presentation
- Learner Engagement
- Technology Use

## Interaction & Collaboration

- Communication Strategies
- Development of Learning Community
- Interaction Logistics

## Assessment

- Expectations
- Assessment Design
- Self-assessment

## Learner Support

- Orientation to Course and LMS
- Supportive Software Plug-ins
- Instructor Role and Information
- Policies & Support
- Accessibility
- Accommodations
- Feedback

# WELCOME – START HERE

**ETT510 – Instructional Media & Technology [ECP]**

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Group 0 →

## ETT510 INSTRUCTIONAL MEDIA & TECHNOLOGY

ETRA Technology Specialist Cohort 4 :: Fall 2013

### Welcome – Start Here

#### Welcome to ETT 510 – Instructional Media and Technology

*NOTE – This course was developed and taught by Jason Rhode during Fall 2013 and is being submitted for review and recognition as Blackboard Exemplary Course. For more details on the Blackboard Exemplary Course Program, visit [blackboard.com/ecp](http://blackboard.com/ecp)*

#### Course Description

Overview of the theoretical issues/trends in instructional technology and their impact on the effective selection, design, utilization, and evaluation of instructional media.

#### Course Overview

In ETT 510, you will be exposed to the processes of design, development, utilization, management, and evaluation of learning, with an orientation toward both hard and soft technical skills and equipment involving the use of instructional media for teaching and training. ***This is not an application course for computers;*** rather it is one that will explore the effects of instructional technology on teaching and learning. The course content is distributed between two main areas of focus – instructional design principles as well as strategies and methods for integrating technology in learning environments.

#### Getting Started

1. View the information posted in "Course Content"
2. Watch course welcome from your instructor, posted in "Your Instructor"
3. Download the course syllabus and quick quick available in "Course Content"
4. Activate your free digital course textbook, details in "Course Content"
5. Begin completing assigned readings and resources for Unit 1, listed in "Readings"

#### Course Learning Objectives

In this course, you will:

1. Describe various common instructional media, including their characteristics, strengths and weaknesses, and schemes for selection and integration into instructional settings.
2. Describe the issues and procedures for the systemic design, development and evaluation of instructional materials.
3. Produce simple materials following principles of good visual design and production.
4. Analyze specific applications of instructional media across contexts and environments (e.g., military, health, business, early childhood, K-12).
5. Apply systematic instructional design concepts to the design and development of a package or unit for use in an educational setting in which he/she:

#### MEETING DATES

**F2F Meeting:** Sat, 10/5, 1:15 pm – 2:30 pm  
at NIU Naperville, Room 166

**Online Meetings:** Thursdays, 6:30 pm in  
Adobe Connect (10/10, 11/07, 11/14,  
12/05\*)

*\*NOTE – We will meet at 6:00 pm on 12/05*

#### INSTRUCTOR INFORMATION

Jason Rhode, Ph.D

Email: [jrhode@niu.edu](mailto:jrhode@niu.edu)

Phone: 815-753-2475

Office: Adams Hall 104

Office Hours: By Appointment

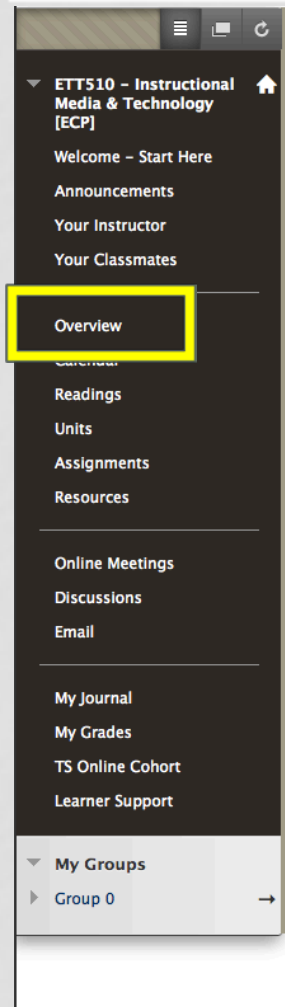
#### ONLINE SUPPORT

Judy Puskar

Email: [jpuskar@niu.edu](mailto:jpuskar@niu.edu)

Phone: 815-753-6085

# GOALS AND OBJECTIVES EASILY LOCATED



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My Groups

Group 0

## Overview

[Downloadable/Printable Course Syllabus {PDF}](#)

[Downloadable/Printable 1–Page Course Quick Guide {PDF}](#)

## Catalogue Description

Overview of the theoretical issues/trends in instructional technology and their impact on the effective selection, design, utilization, and evaluation of instructional media.

## Course Overview & Objectives

### Overview

In ETT 510, you will be exposed to the processes of design, development, utilization, management, and evaluation of learning, with an orientation toward both hard and soft technical skills and equipment involving the use of instructional media for teaching and training. ***This is not an application course for computers;*** rather it is one that will explore the effects of instructional technology on teaching and learning. The course content is distributed between two main areas of focus – instructional design principles as well as strategies and methods for integrating technology in learning environments.

### Objectives

Through this course you will:

1. Describe various common instructional media, including their characteristics, strengths and weaknesses, and schemes for selection and integration into instructional settings.
2. Describe the issues and procedures for the systemic design, development and evaluation of instructional materials.
3. Produce simple materials following principles of good visual design and production.
4. Analyze specific applications of instructional media across contexts and environments (e.g., military, health, business, early childhood, K–12).
5. Apply systematic instructional design concepts to the design and development of a package or unit for use in an educational setting in which he/she:
  - Describe in general terms the unit, its purpose and rationale;
  - Describe the target population or intended learners;
  - States terminal objectives in behavior terms, including conditions under which the behavior is to occur and criterion of acceptable performance where appropriate;
  - Develops an outline of the subject matter content which will lead to achievement of the objective(s) for the unit;
  - Selects appropriate media for integration into the unit;
  - Describes appropriate evaluation/assessment procedures.

# GOALS AND OBJECTIVES AVAILABLE IN A MULTIPLE AREAS

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## ETT510 INSTRUCTIONAL MEDIA & TECHNOLOGY

ETRA Technology Specialist Cohort 4 :: Fall 2013

### Welcome - Start Here

#### Welcome to ETT 510 - Instructional Media and Technology

*NOTE - This course was developed and taught by Jason Rhode during Fall 2013 and is being submitted for review and recognition as Blackboard Exemplary Course. For more details on the Blackboard Exemplary Course Program, visit [blackboard.com/ecp](http://blackboard.com/ecp)*

#### Course Description

Overview of the theoretical issues/trends in instructional technology and their impact on the effective selection, design, utilization, and evaluation of instructional media.

#### Course Overview

In ETT 510, you will be exposed to the processes of design, development, utilization, management, and evaluation of learning, with an orientation toward both hard and soft technical skills and equipment involving the use of instructional media for teaching and training. ***This is not an application course for computers***; rather it is one that will explore the effects of instructional technology on teaching and learning. The course content is distributed between two main areas of focus - instructional design principles as well as strategies and methods for integrating technology in learning environments.

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4. Activate your free digital course textbook, details in "Course Content"
5. Begin completing assigned readings and resources for Unit 1, listed in "Readings"

#### Course Learning Objectives

In this course, you will:

1. Describe various common instructional media, including their characteristics, strengths and weaknesses, and schemes for selection and integration into instructional settings.
2. Describe the issues and procedures for the systemic design, development and evaluation of instructional materials.
3. Produce simple materials following principles of good visual design and production.
4. Analyze specific applications of instructional media across contexts and environments (e.g., military, health, business, early childhood, K-12).
5. Apply systematic instructional design concepts to the design and development of a package or unit for use in an educational setting in which he/she:
  - o Describe in general terms the unit, its purpose and rationale;
  - o Describe the target population or intended learners;
  - o States terminal objectives in behavior terms, including conditions under which the behavior is to occur and criterion of acceptable performance where appropriate;

#### MEETING DATES

**F2F Meeting:** Sat, 10/5, 1:15 pm - 2:30 pm  
at NIU Naperville, Room 166

**Online Meetings:** Thursdays, 6:30 pm in  
Adobe Connect (10/10, 11/07, 11/14,  
12/05\*)

*\*NOTE - We will meet at 6:00 pm on 12/05*

#### INSTRUCTOR INFORMATION

Jason Rhode, Ph.D

**Email:** [jrhode@niu.edu](mailto:jrhode@niu.edu)

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**Office:** Adams Hall 104

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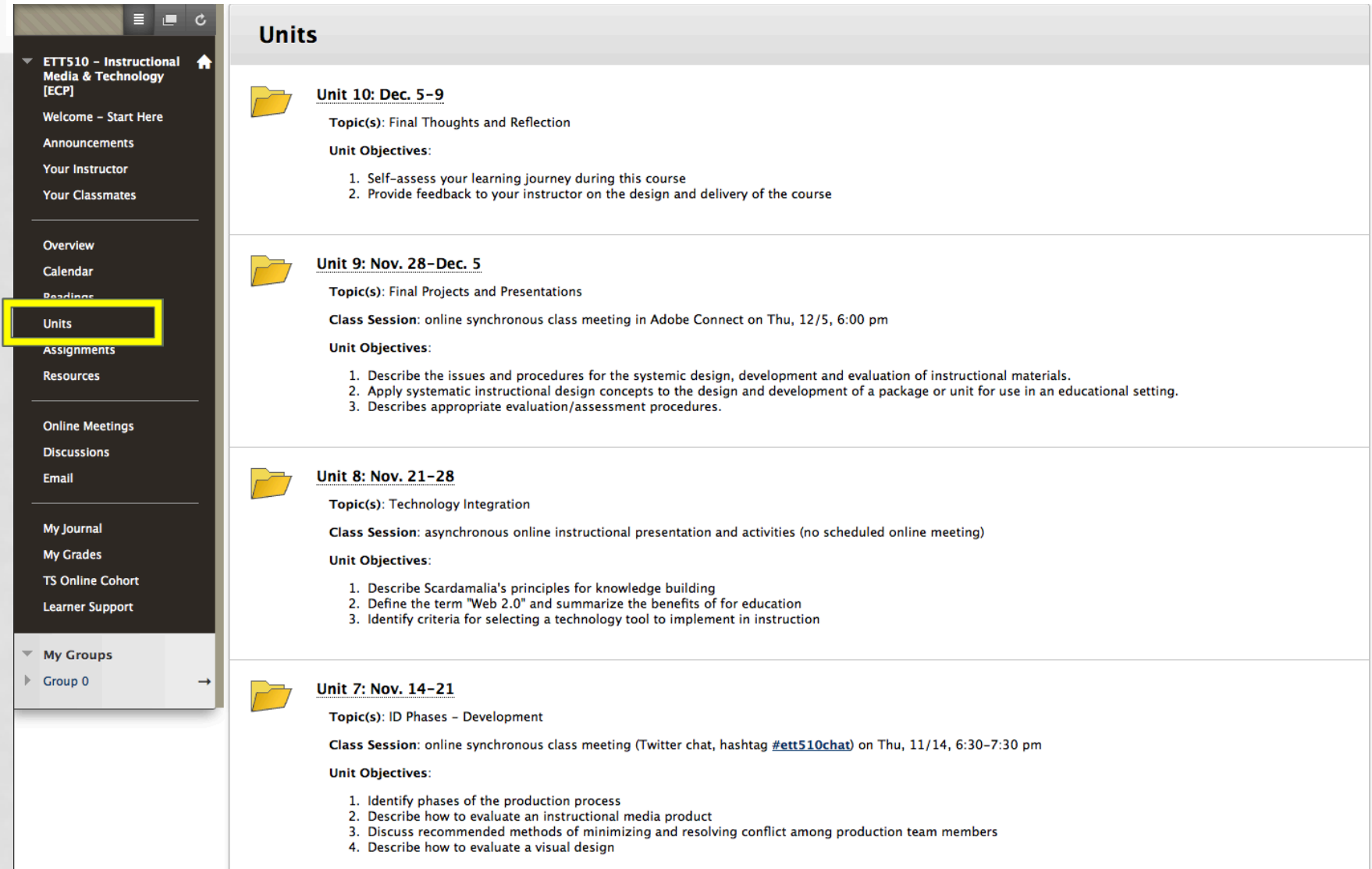
#### ONLINE SUPPORT

Judy Puskar

**Email:** [jpuskar@niu.edu](mailto:jpuskar@niu.edu)

**Phone:** 815-753-6085

# CONTENT AVAILABLE OR “CHUNKED” IN MANAGEABLE SEGMENTS



The screenshot displays a course management system interface. On the left is a dark sidebar menu with various navigation options. The 'Units' option is highlighted with a yellow rectangle. The main content area on the right is titled 'Units' and lists four units, each with a folder icon, a title, topic(s), class session information, and unit objectives.

**Units**

**Unit 10: Dec. 5–9**  
**Topic(s):** Final Thoughts and Reflection  
**Unit Objectives:**

1. Self-assess your learning journey during this course
2. Provide feedback to your instructor on the design and delivery of the course

**Unit 9: Nov. 28–Dec. 5**  
**Topic(s):** Final Projects and Presentations  
**Class Session:** online synchronous class meeting in Adobe Connect on Thu, 12/5, 6:00 pm  
**Unit Objectives:**

1. Describe the issues and procedures for the systemic design, development and evaluation of instructional materials.
2. Apply systematic instructional design concepts to the design and development of a package or unit for use in an educational setting.
3. Describes appropriate evaluation/assessment procedures.

**Unit 8: Nov. 21–28**  
**Topic(s):** Technology Integration  
**Class Session:** asynchronous online instructional presentation and activities (no scheduled online meeting)  
**Unit Objectives:**

1. Describe Scardamalia's principles for knowledge building
2. Define the term "Web 2.0" and summarize the benefits of for education
3. Identify criteria for selecting a technology tool to implement in instruction

**Unit 7: Nov. 14–21**  
**Topic(s):** ID Phases – Development  
**Class Session:** online synchronous class meeting (Twitter chat, hashtag [#ett510chat](#)) on Thu, 11/14, 6:30–7:30 pm  
**Unit Objectives:**

1. Identify phases of the production process
2. Describe how to evaluate an instructional media product
3. Discuss recommended methods of minimizing and resolving conflict among production team members
4. Describe how to evaluate a visual design

# CONSISTENT UNIT STRUCTURE

The navigation menu is a dark sidebar on the left. It contains a home icon at the top, followed by the course title 'ETT510 - Instructional Media & Technology [ECP]'. Below this are links for 'Welcome - Start Here', 'Announcements', 'Your Instructor', and 'Your Classmates'. A horizontal separator follows. Then come 'Overview' (highlighted), 'Calendar', 'Readings', 'Units', 'Assignments', and 'Resources'. Another separator follows. Then 'Online Meetings', 'Discussions', and 'Email'. A third separator follows. Then 'My Journal', 'My Grades', 'TS Online Cohort', and 'Learner Support'. At the bottom, there is a 'My Groups' section with a right-pointing arrow next to 'Group 0'.

## Unit 1: Oct. 5-10

### Overview

During this first unit of the course, we become acquainted, become familiar with the online technologies (ie: Blackboard and Adobe Connect) that you'll be using extensively throughout your ETRA Technology Specialist Online Cohort Program, form groups, and explore together the notion of a needs assessment within instructional design.

### Objectives

After successfully completing this unit, you will:

1. Identify previous technology experiences
2. Share preferences for forming groups
3. Discuss what a "needs analysis" is and why it is important in instructional design
4. Form guidelines for group collaboration dynamics in the course

### Readings and Resources

Review the following readings and resources prior to participating in the specified discussions and activities for this unit:

#### Textbook Readings

- Brown, A., & Green, T.D. (2010). *The essentials of instructional design: Connecting fundamental principles with processes and practice* (2nd ed.). Upper Saddle River, NJ: Allyn & Bacon. {Chapter 3}

#### Additional Resources

- Performance Analysis and Needs Assessment {PDF}
- Mager on Performance Analysis {Web page}
- How to Get a Date Using ADDIE {YouTube}
- From Performance Gap to Needs Analysis {YouTube}
- Instructional Strategies for Technological Integration {SlideShare}

*\*NOTE - Digital readings and resources are contained within the "Readings and Resources" folder.*

### Activities and Assignments

After reviewing the readings listed above, complete the following activities for this unit:

#### Course Profile (ETRA Cohort Student Profile) {DUE Sun, 10/06/13, 11:59 pm}

- Create a profile in the ETRA Cohort Online Community in Blackboard. Include in your post where/what you teach as well as some personal info about you, a photo, and links to a couple of your favorite websites. Share with your classmates and cohort faculty why you chose this program and what you hope to get out of it.

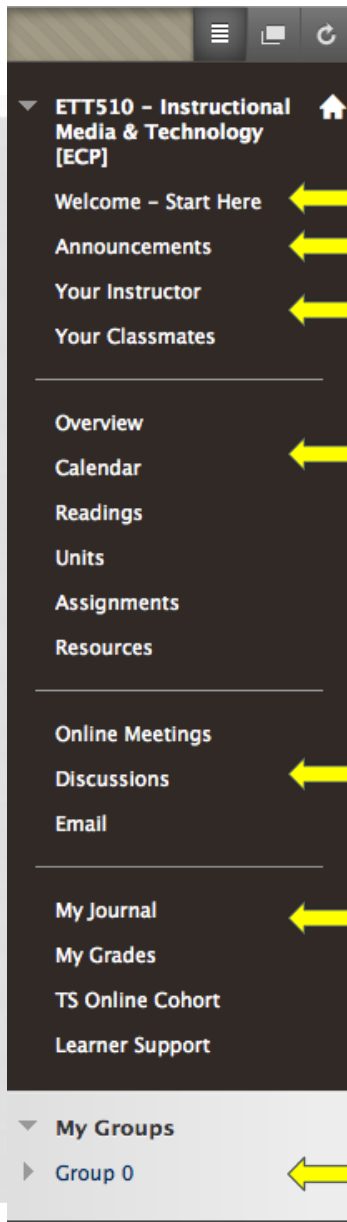
#### Technology Experience Survey {DUE Sun, 10/06/13, 11:59 pm}

- Complete the brief survey to share your previous experience and comfort level with online, mobile, and communication technologies. Survey results are anonymous and your instructor will only see a summary of all results received.





# NAVIGATION INTUITIVE



Info needed at beginning of the course

Course news and updates

Social connections for building sense of community

Course content, activities, and assessments

Interaction

Reflection, feedback, & self-paced assistance

Collaboration in group

# CONTENT FLOWS IN LOGICAL PROGRESSION

## Readings and Resources

### Unit 1 Readings and Resources

#### Textbook Readings

- Brown, A., & Green, T.D. (2010). *The essentials of instructional design: Connecting fundamental principles with processes and practice* (2nd ed.). Upper Saddle River, NJ: Allyn & Bacon. {Chapter 3}



#### Additional Resources

- Performance Analysis and Needs Assessment {PDF}
- Mager on Performance Analysis {Web page}
- How to Get a Date Using ADDIE {YouTube}
- From Performance Gap to Needs Analysis {YouTube}
- Instructional Strategies for Technological Integration {SlideShare}

*\*NOTE – digital readings and resources for Unit 1 are contained within the "Unit 1 Readings and Resources" folder*

### Unit 2 Readings and Resources

#### Textbook Readings

- Brown, A., & Green, T.D. (2010). *The essentials of instructional design: Connecting fundamental principles with processes and practice* (2nd ed.). Upper Saddle River, NJ: Allyn & Bacon. {Chapters 9–10}



#### Articles

- Rogers, E. M. (1983). Elements of diffusion. In, *Diffusion of innovations* (pp. 1–34). NY: The Free Press.
- Dennis, E. E., Meyer, P., Sundar, S. S., Pryor, L., Rogers, E. M., Chen, H. L., Pavlik, J. (2002). Learning reconsidered: Education in the digital age. *Journalism & Mass Communication Educator*, 57, 292–317.
- Rogers, E. M. (2004). A perspective and retrospective look at the diffusion model. *Journal of Health Communication*, 9, 13–19.

#### Additional Resources

- Force Field Analysis {YouTube}
- Using the Force Field Analysis {YouTube}
- Diffusion of Innovation – Part 1 {YouTube}

*\*NOTE – digital readings and resources for Unit 2 are contained within the "Unit 2 Readings and Resources" folder*

### Unit 3 Readings and Resources




#### Textbook Readings


- Brown, A., & Green, T.D. (2010). *The essentials of instructional design: Connecting fundamental principles with processes and practice* (2nd ed.). Upper Saddle River, NJ: Allyn & Bacon. {Chapters 1–2}



#### Articles

- Gustafson, K. L., & Branch, R. M. (2002). A taxonomy of instructional development models. In, *Survey of instructional development models* (4th ed.). {Chapter 2}. Syracuse, NY: ERIC.



▼ ETT510 – Instructional Media & Technology [ECP] 

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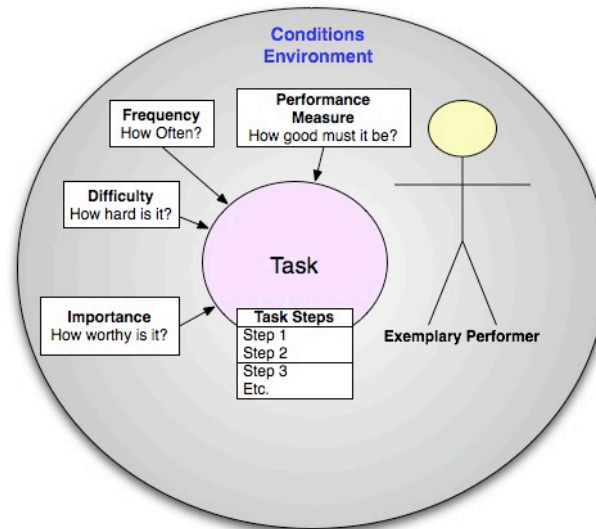
# CONTENT PRESENTED IN VARIETY OF APPROPRIATE MECHANISMS

## Information Supplied by a Task Analysis

< Page 2 of 15 >

The Task Analysis sequences and describes measurable behaviors (observable if possible) involved in the performance of a task. It also provides a detailed analysis of each task in terms of frequency, difficulty and importance. The analysis normally begins by observing and interviewing an *exemplary performer* (a person who is presently an expert performer) performing the task or by discussing the problem with other experts as discussed in the Needs Assessment.


### Items to Capture



The following must be captured during this step of the Analysis Phase:

- **Conditions:** Tools or equipment needed and the environment the task is performed in.
- **Performance Measure:** How well must it be formed? Note that this sub-step is discussed in more detail in the next step, Build Performance Measures.
- **Frequency:** How often is the task performed (hourly, daily, weekly, etc.)?
- **Difficulty:** Use a standard scale, such as from one to five.
- **Importance:** What place of importance is this task as compared to the performers other tasks?
- **Steps:** Logical steps for performing the task

# CONTENT ENHANCED WITH VISUAL

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## Unit 2 Readings and Resources

### Textbook Readings

Brown, A., & Green, T.D. (2010). *The essentials of instructional design: Connecting fundamental principles with processes and practice* (2nd ed.). Upper Saddle River, NJ: Allyn & Bacon. {Chapters 9-10}

 Mark Reviewed

### Elements of Diffusion {PDF}

 Mark Reviewed

### Force Field Analysis {YouTube}

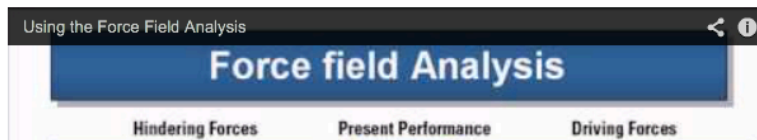
This [video](#) explains force field analysis, done with Star Wars props.



 Mark Reviewed

### Using the Force Field Analysis Technique

This [video](#) reviews the Force Field Analysis technique for managing change.



# GUIDANCE FOR LEARNERS TO WORK WITH CONTENT

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Unit 2: Oct. 10-17

Welcome to Unit 2

Attached Files: [Unit 2 Introduction Transcript \[PDF\] \(26.755 KB\)](#)

ETT 510 - Fall 2013 - Unit 2 Intro



0:00 / 7:16

The video above is captioned and transcript may be viewed (if it isn't already shown in the video) by clicking the "CC" button in the player. A PDF version of the transcript is also attached above.

Mark Reviewed

Overview

During Unit 2, we consider implementation, diffusion, and adoption within instructional design.

Objectives

After successfully completing this unit, you will:

1. Define the Diffusion of Innovation Theory
2. Explain what a Force Field Analysis is and how to conduct one
3. Describe how Diffusion of Innovation and Force Field Analysis can be applied within the implementation phase of instructional design
4. Create web-based survey following principles of good visual design and production

# TOOLS AVAILABLE IN LMS TO ENGAGE STUDENTS WITH COURSE CONTENT

The screenshot displays an LMS interface with the following components:

- Sidebar Menu:** A dark sidebar on the left contains navigation links. The 'Calendar' link is highlighted with a yellow box. Other links include 'Overview', 'Meetings', 'Units', 'Assignments', 'Resources', 'My Journal', 'My Grades', 'TS Online Cohort', 'Learner Support', and 'My Groups'.
- Calendar View:** A light gray calendar for December 2013 is shown. The date '16' is highlighted in yellow.
- CALENDARS Section:** Below the calendar, a list of calendars is shown with checkboxes: 'Institution', 'Personal', 'ETRA Cohort', 'ETT510 - Instructional Media & Technology [ECP]', 'Fall 2013 ETT 510 - PYE5 Instructional Media&Technology', 'Fall 2013 ETT 530 - PYE5 Instructional Technology Tools', and 'Fall 2013 ETT 590 - PYE5 Wkshp:Instr Tech'.
- ICALENDAR Section:** A button labeled 'Get External Calendar Link' is located below the calendar list.
- Weekly Calendar:** A detailed weekly calendar for October 2013 is shown. The days of the week are labeled at the top: SUN, MON, TUE, WED, THU, FRI, SAT. The calendar displays various events and activities, including 'Course Profile (ETRA C)', '11:59p Profile', '11:59p Technology', '11:59p Tech Survey', '11:59p Get an ID C', '12a Unit 2 opens', '6:30p Online Synch Cla', '8:30p Online Synch Cla', '8:30p 10/10 Class', '8:30p 10/10 Class', '11:59p Unit 1 Discu', '11:59p Group Char', '11:59p Unit 1 Discu', '11:59p Group Char', '11:59p Safety Tutor', '12a Unit 3 opens', '12a Unit 3 opens', '11:59p Unit 2 Discu', '11:59p Unit 2 Medit', '11:59p Unit 2 Discu', '11:59p Unit 2 Medit', '11:59p Teacher Lior', '12a Unit 4 opens', '12a Unit 4 opens', '8:30p Q&A Session', '11:59p Unit 3 Discu', '11:59p ID Model Ph', '11:59p Unit 3 Medit', '11:59p Unit 3 Discu', '11:59p ID Model Ph', '11:59p Unit 3 Medit', '11:59p e-Annotatec', '11:59p Twitter Prac', '12a Unit 5 opens', '12a Unit 5 opens', '11:59p ID Model Ph', '11:59p Unit 4 Discu', '11:59p Unit 4 Medit', '11:59p ID Plan - Ph', '11:59p ID Model Ph', '11:59p Unit 4 Discu', '11:59p Unit 4 Medit', '11:59p ID Plan - Ph', 'ETT 510 Begins', 'ETT 510 Begins', '3:30p 10/05 Class', '3:30p 10/05 Class', '3:30p F2F Orientatio', 'Unit 1 Reflection Journals', 'Unit 1 Reflection Journals', 'Unit 2 Reflection Journals', 'Unit 2 Reflection Journals', 'Unit 3 Reflection Journals', 'Unit 3 Reflection Journals', 'Unit 4 Reflection Journals', 'Unit 4 Reflection Journals'.

# WIDE VARIETY OF DELIVERY MEDIA INCORPORATED INTO THE COURSE

Jason Rhode



Edit playlist

ETT 510 - Fall 2013

Course videos for ETT 510 - Instructional Media and Technology, NIU ETRA Technology Specialist Cohort 4, Fall 2013

41 videos • 3 hours, 36 minutes • 79 views

► Play all Like Share ▾



This playlist is unlisted. It will not appear in search, but anyone with the link can view it.



## ETT 510 - Fall 2013 - Course Welcome

by Jason Rhode 28 views

quick welcome from your course instructor, Dr. Jason Rhode, for TS4 Online Cohort, ETT 510 - Instructional Media and Technology, Fall 2013



## ETT 510 - Fall 2013 - Unit 1 Intro

by Jason Rhode 32 views

introduction from your instructor, Dr. Jason Rhode, for Unit 1: Intro / Needs Assessment, ETT 510 - Instructional Media and Technology, Fall 2013



## How to Get a Date Using ADDIE

by Ai Mitsuya 9,672 views

ADDIE is a process that instructional designers use to Analyze, Design, Develop, Implement, and Evaluate a learning situation and improve upon it. This movie demonstrates the ADDIE Model, by showing a nerd how to get a date.







## From Performance Gap to Needs Analysis

by GarryPlatt 12,155 views

This video explores the process by which we can move from Performance Gap Analysis through to Training or Learning Needs Analysis. The process is presented using a simple flow chart diagram and shows the sequence from initially receiving a request for training through to th...

# OPPORTUNITIES FOR SYNCH. AND/OR ASYNCH INTERACTION



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Learner Support

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## Discussion Board

Forums are made up of individual discussion threads that can be organized around a particular subject. Create Forums to organize discussions. [More Help](#)

Forum	Description	Total Posts	Unread Posts	Total Participants
<b>Questions and Answers</b>	<p>If you have a question about this course or its content, post a question here so that everyone can benefit from the answer. If you have a question, someone else is probably wondering the same thing. Please answer questions posted by your peers if you know the answers. This not only expedites the process, but also encourages peer interaction and support.</p> <p>Your instructor will monitor this forum and will strive to respond to questions that have gone 24 hours or more without any answer.</p> <p>Questions of private, personal matters should be emailed to your instructor at <a href="mailto:jrhode@niu.edu">jrhode@niu.edu</a>.</p>	15	15	0
<b>Cyber Café</b>	Use this discussion forum for any off-topic conversations.	2	2	0
<b>Glitches</b>	Find a typo, broken link, or other error in the course? Please report it to your instructor by posting it here.	0	0	0
<b>Unit 8 Discussion</b>	<p>Pick 1 of the following questions to respond to:</p> <p>{Question Option 1} Apply Scardamalia's knowledge building principles to your current instructional context. Pick three of the principles and provide an example for how each might be realized by the learners in your context.</p> <p>{Question Option 2} As you evaluate new Web 2.0 tools, what criteria do you consider in selecting a technology tool to implement in your instruction? If you were to create a checklist of items to consider when choosing new technology to incorporate, what questions should be answered when choosing technology?</p> <p>{Question Option 3} Pick another Web 2.0 tool with instructional application that is <i>new to you</i>, not yet previously reviewed in our media exploration activities, from among the collections of tools provided in Unit 8 (<a href="#">Go2web20</a>, <a href="#">Jane Hart's Top 100 Tools for Learning</a>, <a href="#">Web 2.0 Guru's Web 2.0 Resources for 21st Century Instruction</a>). Summarize the benefits of the tool and provide an example of at least 1 application for how the tool might be used in an instructional context. Include a working hyperlink to the tool.</p> <p> <b>**NOTE - During this discussion, you have the option to participate in either text or video format...the choice is yours! Click here to learn more about recording and posting a video in your discussion post using the video everywhere feature.</b></p> <p><b>DUE: initial post Sunday, 11/24/13 by 11:59 pm; responses to at least 2 other classmates by Thursday, 11/28/13 by 11:59 pm</b></p>	21	21	0
<b>Unit 7 Discussion</b>	<p>Pick 1 of the following questions to respond to:</p> <p>{Question Option 1} You have been put in charge of a new production team that consists of yourself as instructional designer, a commercial artist, a computer programmer, and a writer. The computer programmer comes to you on your first day and explains that she is used to working on her own and that she will be more productive if left on her own to develop products without team input. How do you respond?</p>	23	23	0



# ASYNCHRONOUS COMMUNICATION PROMOTE CRITICAL REFLECTION

**Self-Assessment Reflection Journal**

Create Journal Entry View Drafts

**Instructions**

At the conclusion of each unit, you are to reflect on your learning journey during the unit and post a reflection to your online journal in Blackboard. Document in your reflection any "aha" moments you had as well as poignant comments from the discussion, readings and resources, or any other takeaways. Your journal will be especially helpful to you when you write your Self-Assessment Paper near the end of the course. Journal posts are only viewable by you and your instructor and can be as long as you find helpful to adequately capture your reflections. You will earn the full point value for this assignment by making a minimum of 1 reflection journal post per week during the course, but you may post to your reflection journal as frequently as you wish.

Due: 1 day after conclusion of the Unit (Friday) by 11:59 pm

**About this Journal**  
Author: JASON RHODE  
Entries: 0  
Comments: 0

**Journal Grade**  
Grade for: JASON RHODE  
Grade: -- out of 50  
Grade Date: --  
Feedback: --

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# SYNCHRONOUS COMMUNICATION ACTIVITIES, REAL-TIME INTERACTIONS

**Events Index**  
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Filter Events  
☒ Slide Changes  
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▶ Sharing [0:00:00]


Online Class Meeting - 11/7/13, 6:30 pm Full Screen

Video

  
Jason Rhode

**Attendees (19)**  
▼ **Hosts (1)**  
 Jason Rhode  
▼ **Presenters (1)**  
 Judy Puskar  
▼ **Participants (17)**  
 Angie 2  
 cheri  
 Cory  
 Donna  
 F Williams  
 Janet  
 Joe Voss  
 Julie B  
 Kate  
 Katie A.  
 Katie M.  
 Kerrin  
 Matt  
 Rob Pacey  
 Steve L  
 Steve P  
 Tom

**ETT 510 – Unit 6**  
**Online Class Meeting**

  
Jason Rhode, Ph.D.  
Adjunct Professor  
Director of Distributed Learning  
Northern Illinois University  
  
Email: [jrhode@niu.edu](mailto:jrhode@niu.edu)  
Web: [niu.edu/jrhode](http://niu.edu/jrhode)  
Phone / SMS: 815.209.9783  
Twitter: @jrhode

**Chat:**  
Katie M.: that's awesome  
Judy Puskar: good test! do you take requests?  
Rob Pacey: now I have sound!  
Judy Puskar: I hear Donna! Hi there-  
Donna: just noticed that. Sorry  
Judy Puskar: Thats good- we're just testing audio - no prob  
F Williams: The audio kinds of breaks up but I think that is problem with my internet connection or pc or both

0:00:06/0:59:48



# COMMUNICATION ACTIVITIES DESIGNED TO HELP BUILD SENSE OF COMMUNITY

ETRA Cohort

Community Home

Announcements

Information Archive

Student Profiles

TS4 Photo Directory

St Charles Photo Directory

Student Lounge

Discussions

Events

Resources

Send Email

TS Online Portal

Student Profiles

Instructions

Click "Create Blog Entry" to add a profile to our community. In your post, try adding **some personal information, a photo, and links to a couple of your favorite websites!** Share with your classmates and cohort faculty **why you chose this program and what you hope to get out of it.**

After adding your profile, browse the posts of your fellow students in the cohort and try leaving a comment on at least one other student's post.

Saturday, October 5, 2013

Rob - Profile New


Posted by Robert at Saturday, October 5, 2013 1:37:15 PM CDT

Hey guys.

My name is Rob and I have been teaching at [redacted] Illinois for the last 6 years. Primarily, my focus is on world history and technology classes, but my teaching assignments have also varied from reading strategies and current events to U.S. History and summer driver's education.

Most of my free time is spent coaching the track and cross country teams at PBL. Go Panthers! I'm a University of Illinois graduate, so I also am a huge Illini fan. Running, landscaping, traveling and cooking are also hobbies of mine.

I want to be able to use what I learn in this program to find a position as a technology coordinator in my local school district. For more info, see the following website: [redacted]



About this Blog

Type: Individual Blog

Author: Robert

Entries: 1 1 New

Comments: 2 New

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ANGELA (1)

Catherine (1)

Cheri (1)

Courtney (1)

Donna (1)

Frederick (1)

James (1)

Janet (1)

JASON

Jennifer (1)

Joe (1)

Judy (1)

Julie (1)

Kate (1)

Katherine (1)

Kathryn (1)

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Matthew (1)

Robert (1)

Stephen (1)

Stephen (1)

Thomas (1)

Tobey (1)

Wei-Chen (1)

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October 2013(1)

Rob - Profile

Indicates New Entries

Indicates New Comments

# COLLABORATION ACTIVITIES REINFORCE LEARNING OUTCOMES

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## Technology-Integrated Instructional Design Plan [400 points]

### ID Plan - Phase I Design Document

Attached Files: [ett510\\_idplan\\_analysis\\_phase\\_template.docx](#); [ett510\\_idplan\\_analysis\\_phase\\_template.pdf](#)

As a group, complete the Analysis Phase of your Technology-Integrated Instructional Design Plan. This phase should consist of a *Needs Analysis*, *Task Analysis*, *Learner Analysis*, and *Learning Environment Analysis*. These following recommendations are offered for preparing these elements of the Analysis Phase:



#### Needs Analysis

Refer to Brown & Green, Chapter 3 and choose a model or combination of models that you will use for the needs analysis. Describe the issue(s) to be addressed. Make sure to include all items from the "Needs Analysis Procedure" in Chapter 3 of Brown & Green (begins on p. 50). Include a problem statement.

#### Task Analysis

Refer to Brown & Green, Chapter 4. Include your content focus, a brief explanation of which task analysis model you chose and why, and a flowchart

#### Learner Analysis

Refer to Brown & Green, Chapter 5. Make sure to clearly identify the characteristics of your learners (who you are designing for). Learner analysis should answer questions such as: Who are your learners? What is their preferred learning style? What type of training delivery system are they most accustomed to (e.g. if they'd don't use the Web, you might want not to design for the Web)? What is the geographic location of the learners? What is their access to and comfort level with technology?

#### Learning Environment Analysis

Refer to Brown & Green, Chapter 8. What type of learning environment would you create? What would its focus be? Explain your rationale. Would your environment be based in direct instruction, open-ended pursuits, or both? Explain your rationale.

Use the attached Microsoft Word template as a guide. One member of your group should submit the completed design document by the due date via this Assignment. *Click the "ID Plan - Phase I Design Document" title above and attach your Word document.*

**DUE: end of Unit 4, Thursday, 10/31/13 by 11:59 pm**

The following rubric will be used for evaluating Phase I (Analysis Phase) Design Document in this course.

Criteria	Levels of Achievement		
	Meets Expectations	Below Expectations	Not Acceptable
Needs Analysis Composition	The plan included all procedural elements of the needs analysis, provided fully completed procedures and provided a model well suited to the intervention. [10 points]	The plan included most procedural elements of the needs analysis and partially completed each element. [7 points]	The plan was missing major procedural elements of the needs analysis and/or failed to fully complete plan elements. [5 points]
Needs Analysis Logic/Feasibility	The needs analysis was logical and feasible. The analysis clearly portrayed the need and the intervention was ideal for the need. [8 points]	The needs analysis was somewhat logical and feasible. [6 points]	The needs analysis lacked logic and/or feasibility. The intervention was not clearly connected to the need. [4 points]
Needs Analysis Format	The needs analysis description was clean and well crafted. Formatting flowed well and was easy to follow, professional in appearance. [7 points]	The needs analysis description was mostly clean and well crafted. Formatting flowed well in most areas and was somewhat easy to follow. [5 points]	The needs analysis description was sloppy and/or included grammar and spelling errors and/or was generally poorly formatted. [3 points]
Task Analysis Composition	The plan included all procedural elements of the task analysis, provided fully completed tasks and provided a model (flowchart) well suited to the intervention. [10 points]	The plan included most procedural elements of the task analysis and partially completed each element. A flowchart was included. [7 points]	The plan was missing major procedural elements of the task analysis and/or failed to fully complete plan elements. No flowchart was included. [5 points]

# RUBRIC OR EQUIVALENT GRADING DOCUMENT IS INCLUDED

## Unit 2 Media Exploration (Survey)

Create Blog Entry

View Drafts

### Instructions

During this course, you are expected to explore web-based media tools which have direct instructional media application, creating sample instructional media following principles of good visual and production. Along with sharing your sample instructional media, you are to also provide a summary of your experience exploring the tool (such as what features you tried, what you liked best about the tool, what surprised you, etc.) as well as share at least one example application of how the instructional media could be utilized in an instructional context, from across any environment.

### Steps to Complete This Assignment (Survey)

1. Select a free web-based survey tool that is *new to you*. A few example online survey tools you could choose include, but are not limited to: [SurveyMonkey](#), [Google Forms](#), [PollEverywhere](#), and [PollDaddy](#).
2. Sign-up for a free account (if needed) with the survey tool selected.
3. Create a 3-5 **question survey** using a minimum of **3 different question types**. For example, you could include an either/or question, multiple choice question, and short answer question. Your survey questions can be about anything you'd like to learn about your classmates.
4. Post to the Unit 2 Media Exploration Blog a working hyperlink (preferably that opens in a new window) to your survey, a summary of your experience using this new tool, and an example of at least 1 application for how an online survey might be used in an instructional context. See rubric below for more details on how your activity will be evaluated.
5. View the posts of your classmates and complete each of their short surveys once posted.

**DUE: Thursday, 10/17/13 by 11:59 pm**

The following rubric will be used for evaluating media exploration activities in this course.

Criteria	Levels of Achievement		
	Meets Expectations	Below Expectations	Not Acceptable
Sample Instructional Media	Followed all instructions provided to create sample instructional media item, following principles of good visual design and production, using the tool. Sample is posted and includes working hyperlink to view the output. [8 points]	Followed most of the instructions provided to create sample instructional media item, following some principles of good visual design and production, using the tool. [5 points]	Followed few or none of the instructions provided or did not post sample instructional media item. [0 points]
Summary	Included in posting a 1-2 paragraph summary of the experience exploring the tool (such as what features you tried, what you liked best about the tool, what surprised you, etc.) [4 points]	Included in posting less than 1 paragraph summary of the experience exploring the tool. [2 points]	No summary of the experience included. [0 points]
Application	Post included at least one specific example application of how the instructional media could be utilized in an instructional context, from across any environment (e.g., military, health, business, early childhood, K-12). [4 points]	Post briefly mentions a possible application of the instructional media item, without giving many specifics. [2 points]	No example application of how the instructional media could be utilized in an instructional context given. [0 points]

### About this Blog

Type: Individual Blog  
Author: JASON RHODE  
Entries: 0  
Comments: 0

### Blog Grade

Grade for: JASON RHODE  
Grade: -- out of 20 [View Rubric](#)  
Grade Date: --  
Feedback: --

### More Blogs

JASON RHODE (0)

### Index

 Indicates New Entries  
 Indicates New Comments

# INSTRUCTOR ACTIVELY PARTICIPATES, INCLUDING PROVIDING FEEDBACK

Fall 2013 ETT 510 -  
PYE5 Instructional  
Media&Technology

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## Thread: How to Post a Video Response in Blackboard

Select: [All](#) [None](#) [Message Actions](#) [Expand All](#) [Collapse All](#)

1 Posts in this Thread [0 Unread](#)

☐ **Jason Rhode** [INSTRUCTOR](#) [MANAGER](#) [Email Author](#)

1 month ago

### How to Post a Video Response in Blackboard

**\*\*NOTE - During the remaining discussions for our course (Units 6-8), you have the option to participate in either text or video format...the choice is yours! [Click here to learn more about recording and posting a video in your discussion post using the video everywhere feature.](#)**

This [screencast tutorial](#) demonstrates how to record and post a video response to a discussion forum.



[Reply](#)

Select: [All](#) [None](#) [Message Actions](#) [Expand All](#) [Collapse All](#)

← OK

# ASSESSMENT ACTIVITIES OCCUR FREQUENTLY THROUGHOUT COURSE

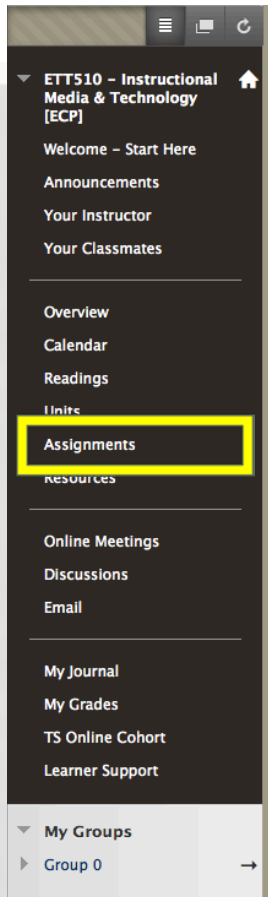
## Course Activities Matrix

A total of 1,000 points are possible in this course, available to be earned as follows.

Activity	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10	Total Points
Course Profile (Participation)	10										10
Tech Experience Survey (Participation)	5										5
Project Group Charter (Participation)	10										10
TADI Survey (Participation)		1		1		1		1	1		5
Class Meeting (Participation)	10	10				10	10		10		50
Course Feedback Survey (Participation)					10					10	20
Discussion	20	20	20	20	20	20	20	20	20		180
ID Model Presentation			50								50
Media Exploration		20	20	20	20	20	20	20			140
Self-Assessment Reflection Journal	5	5	5	5	5	5	5	5	5	5	50
Instructional Design Plan				100		100		100	100		400
Presentation of ID Plan									50		50
Self-Assessment Paper										30	30
<b>Total Points</b>	<b>60</b>	<b>56</b>	<b>95</b>	<b>146</b>	<b>55</b>	<b>156</b>	<b>55</b>	<b>146</b>	<b>186</b>	<b>45</b>	<b>1,000</b>



# MULTIPLE TYPES OF ASSESSMENTS ARE USED

A screenshot of a Blackboard course navigation menu. The menu is dark-themed with white text. It includes a home icon at the top, followed by course information: 'ETT510 - Instructional Media & Technology [ECP]'. Below this are links for 'Welcome - Start Here', 'Announcements', 'Your Instructor', and 'Your Classmates'. A horizontal line separates these from the main navigation options: 'Overview', 'Calendar', 'Readings', 'Units', 'Assignments' (highlighted with a yellow box), and 'Resources'. Another horizontal line follows, with links for 'Online Meetings', 'Discussions', and 'Email'. A final horizontal line is above 'My Journal', 'My Grades', 'TS Online Cohort', and 'Learner Support'. At the bottom, there is a 'My Groups' section with a dropdown arrow and 'Group 0'.

## Assignments

### Course Assignments Overview

The following is an overview of each of the categories of assignments used in this online course to measure your learning, as demonstrated through each of the stated course objectives.

#### Course Objectives

1. Describe various common instructional media, including their characteristics, strengths and weaknesses, and schemes for selection and integration into instructional settings.
2. Describe the issues and procedures for the systematic design, development and evaluation of instructional materials.
3. Produce simple materials following principles of good visual design and production.
4. Analyze specific applications of instructional media across contexts and environments (e.g., military, health, business, early childhood, K-12)
5. Apply systematic instructional design concepts to the design and development of a package or unit for use in an educational setting.

*Keep in mind that this online course in Blackboard is designed in Units, with complete details and links to complete each assignment in the corresponding unit folder. Details for each assignment are also made available within the corresponding assignment type folder below, but may not be available to submit in Blackboard until the unit in which the assignment is due becomes available.*

### Class Participation [100 points]

As major evidence of the successful completion of this course, you will attend and participate in both online and face-to-face class lectures, discussions, demonstrations and activities. Participation should be consistent, active, collaborative, helpful, and respectful of peers, instructor, and guest speakers. Reading assigned materials and preparing for class activities in advance as assigned are required for participation. Quality participation is characterized by:

- active, enthusiastic participation in online discussions and activities
- demonstrating your understanding of class readings by using course content to help explain or justify comments
- asking thoughtful questions
- responding to others' comments in a responsible and constructive manner
- contributing regularly to discussion without dominating
- thoughtful and effortful completion of ALL tasks

Participation points will be earned thru attendance at scheduled online synchronous class sessions and online class activities. **Online synchronous class session activities are part of your class participation grade. If you must miss an online synchronous class session, it is your responsibility to notify your instructor in advance to arrange for makeup activities.**

### Media Exploration [140 points]

**(to be completed in individually)** You will explore a variety of web-based media tools which have direct instructional media application, creating a sample of each of the following instructional media: survey, edited image, multimedia poster, word cloud, flow chart, digital pinboard, and screencast. For each media tool explored, you will create a sample instructional media item, following principles of good visual design and production, using the tool as well as share a summary of your experience exploring the tool (such as what features you tried, what you liked best about the tool, what surprised you, etc.). Specific assignment guidelines and rubrics will be provided.

**DUE: end of Units 2,3,4,5,6,7,8 (Thu) by 11:59 pm**

### Discussions [160 points]

Online discussions provide an opportunity to share thoughts and ideas as they relate to the readings and your own professional experiences, further demonstrating

# OPPORTUNITIES FOR SELF-ASSESSMENT PROVIDED

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## Self-Assessment Reflection Paper [50 points]

### Self-Assessment Reflection Paper

Attached Files: [ett510\\_self-assessment\\_reflection\\_paper\\_template.docx](#)

The assignment should be in a narrative format. You may want to use the four main elements (described below) above as subheadings, but please don't submit your response in outline or bulleted form: use complete sentences and paragraphs to express your ideas.

Please also quote your fellow students from the discussion forums and any video segments, course content, textbook and research. There is no specific limit on length, but 1-2 pages for each main section is a good estimate.

In order to manage this assignment, it is strongly recommended that you include your observations regarding these areas mentioned above in your self-assessment reflection journal. Click the "My Journal" link in the course menu to post to your journal and review your previous journal posts.

The Self-Evaluation Reflection Paper should include the following headings and answer the following questions:

#### Section One: Engagement

How would you assess your cognitive and emotional engagement with the content in this course? That is, how fully were you able to connect to it? How important was it to you? Were there factors that limited your willingness or ability to engage with the content? What was the role of your fellow students in helping (or hindering) your full engagement?

#### Section Two: Self-Awareness

How self-aware and self-reflective have you been about your responses to the ideas in the readings and those expressed by your classmates? What past experiences helped to shape your reaction to the course? To what extent have culture, race, gender, and other social and individual factors influenced your participation in this course? To what extent do you believe these factors influenced your classmates' participation?

#### Section Three: Opportunities

What opportunities for new, different, or deeper ways of approaching the topics covered did the readings, videos, and class discussions offer? What ideas seemed especially challenging or threatening in relation to your previously held assumptions or ways of acting?

#### Section Four: Changing Ideas

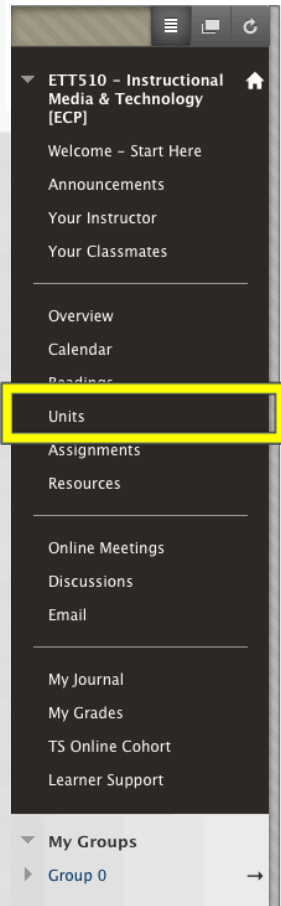
Did you change or expand your views on ideas discussed in the course? Did you change or do you plan to change your behavior based on your course experience?

**DUE: Monday, 12/9/13 by 11:59 pm**

The following rubric will be used for evaluating the Self-Assessment Reflection Paper in this course.

Criteria	Levels of Achievement		
	Meets Expectations	Below Expectations	Not Acceptable
Content	The document is complete and includes: a cover page, required sections and minimum of 1 page reflection per section. [30 points]	The document includes the required elements but lacks completeness of content and/or reflection substance and/or sections are less than 1 page each. [20 points]	Elements of the documents are incomplete or missing. [15 points]
Format & Mechanics	The document is double-spaced. APA is used with less than 3 errors. Less than 3 errors in grammar, mechanics, punctuation, spelling, etc. [10 points]	APA is used with 4-8 errors. 4-8 errors in grammar, mechanics, punctuation, spelling, etc. [6 points]	APA is either not used or had more than 9 errors. Sufficient proofreading was not done. More than 9 errors in grammar, mechanics, punctuation, spelling, etc. [3 points]
Timeliness	Submitted on time. [10 points]	Submitted < 1 day late. [5 points]	Submitted > 1 day late [0 points]

# COURSE MATERIALS ARE ACCESSIBLE



## Unit 2: Oct. 10-17

### Welcome to Unit 2

Attached Files: Unit 2 Introduction Transcript [PDF] (26.755 KB)



Transcript provided for videos

YouTube videos captioned

*The video above is captioned and transcript may be viewed (if it isn't already shown in the video) by clicking the "CC" button in the player. A PDF version of the transcript is also attached above.*

Mark Reviewed

### Overview

During Unit 2, we consider implementation, diffusion, and adoption within instructional design.

### Objectives

After successfully completing this unit, you will:

1. Define the Diffusion of Innovation Theory
2. Explain what a Force Field Analysis is and how to conduct one
3. Describe how Diffusion of Innovation and Force Field Analysis can be applied within the implementation phase of instructional design
4. Create web-based survey following principles of good visual design and production



# SUPPORTIVE MECHANISMS FOR LEARNERS WITH DISABILITIES

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## Forum: Unit 6 Discussion

Organize Forum Threads on this page and apply settings to several or all threads. Threads are listed in a tabular format. The Threads can be sorted by clicking the column title or the caret at the top of each column. [More Help](#)

This is a 'post-first' discussion forum.

There are currently 23 threads in this forum. Join the conversation by creating a thread!

Create Thread

### Forum Description

Pick 1 of the following questions to respond to:

{Question Option 1} When is it most appropriate to use each of the following types of assessments: (a) an objective test? (b) a constructed-response test? (c) a performance assessment? Give an example scenario for when each would be the preferred assessment format.

{Question Option 2} Why are validity and reliability--as they relate to learner evaluation--important concepts for an instructional designer to understand?

{Question Option 3} How would you describe to your client the differences between learner, formative, and summative evaluations?

{Question Option 4} Your client asks you to justify why you have suggested multiple evaluations throughout the instructional design process. What do you tell your client?

**\*\*NOTE - During this discussion, you have the option to participate in either text or video format...the choice is yours! [Click here to learn more about recording and posting a video in your discussion post using the video everywhere feature.](#)**

Your instructor has recorded this [screencast tutorial](#) demonstrating how to record and post a video response to this discussion forum.



**DUE: initial post Sunday, 11/10/13 by 11:59 pm; responses to at least 2 other classmates by Thursday, 11/14/13 by 11:59 pm**